**Assignment 1**

| Description | Marks out of | Wtg(%) | Due date |
| --- | --- | --- | --- |
| Assignment 1:  *Systematic Literature Review* | 39 | 39 | 03 April 2019 |

**Length**: 3000-3500 words

**Submission**:- Online submission only.

* Click on the “Assignment One” link on the “Course Assessment” page on the EDM5001 Study Desk, or “Course Activities” page.
* When uploading your assignment, the Turn-it-in feature will ask you to submit your assignment for review. Please provide your permission, and Turn-it-in will provide you with a report about the sources of information in your submission (discussion about this process will occur in the assignment tutorial).
* Remember to “complete” the submission process on or before the due date (not just attach your assignment). If you do forgot to complete the submission process, please do not “complete” or “resubmit” your assignment after the due date. If this does occur, please contact the course examiner.

**Overview and Purpose**

This assignment requires students to compose a systematic literature review of three “topics” related to learners and their development (see the assignment “procedure” section below for choices). A systematic literature review collects and analyses credible research to answer focused research question/s. The purpose of this task is to permit students to develop a sophisticated understanding of factors that influence student learning and behaviour (APST 1.1), and also the research approaches and evidence used to investigate student learning and development (APST 1.2).

This assignment will also require students to analyse how “one” of the selected topics may impact upon teaching practice. Specifically, the assignment will need to demonstrate how “one” issue may impact your professional practice (i.e., planning, instruction and assessment). Suggestions for how to format this section of the assignment, and how to address key APSTs, are included in the assignment “procedure” section below.

**Structure**

The following format should be used when preparing your assignment:

1. Introduction (identifying the three developmental topics that will be analysed)
2. Justification and synthesis of literature for literature review
3. Topic 1 - selected physical topic (APST 1.1 & 1.2)
4. Topic 2 - selected cognition topic (APST 1.1 & 1.2)
5. Topic 3 - selected psychosocial topic (APST 1.1 & 1.2)
6. Implication of classroom practice for one topic (link to APST 1.5, 2.1, 2.2, 2.3, 5.1 and 5.4)
7. Conclusion
8. References

More information about the format for each section of the assignment is included in the “procedure” section, and further advice regarding the format will be discussed during the Assignment 1 Tutorial (see the study desk for details).

Your assignment will be assessed according to the criteria and weights below. A detailed rubric will be available online from the Study Desk. Please see the “Assessment” page of the course StudyDesk for the assignment criteria sheet.

**Criteria Mark**

1. Justification of process and criteria for literature review **5 out of 39**

2. Synthesis of literature related to identified *physical* topic **5 out of 39**

3. Synthesis of selected literature related to identified *cognitive* topic **5 out of 39**

4. Synthesis of selected literature related to identified *psychosocial* topic **5 out of 39**

5. Implications for classroom practice for *one* of the identified topics **14 out of 39**

6. Academic literacy skills **5 out of 39**

**Procedure**

1. Select three developmental “topics” and age-range for focus of assignment

The first step requires you to select three developmental issues that are of interest to you, and the age-range that you will focus on (i.e., early childhood, childhood, adolescence, emerging adulthood). You will need to select one topic from each of the three developmental domains (physical, cognitive, and psychosocial development). Suggested topics from the three developmental are listed below (choose one from each domain):

1. Physical development
   1. Sensory system development
   2. Motor system development (fine and gross motor, motor planning)
   3. Brain development
2. Cognitive development
   1. Memory (working memory, long-term memory)
   2. Attention (selection, focus, maintaining)
   3. Language (components of language and functional development)
   4. Intelligence (problem solving and creativity)
   5. Motivation (goals, intrinsic and extrinsic, self-regulation)
   6. Auditory and visual processing
3. Psychosocial development
   1. Self-esteem and self-concept
   2. Peer relationships
   3. Identity development
   4. Emotional regulation
4. Once you have selected one topic from each of the three developmental domains, and the age group that you focus on, the next step is to start collecting credible literature to complete the assignment. The course materials and textbook will provide a basis for your assignment, however you will need to collect additional information. The first step is to develop specific search terms for your literature search, for example:
5. “Fine motor development” in “childhood”
6. “Creativity” in “early childhood”
7. “Academic self-concept” in “adolescence”

Once you have created your search terms, the next step is to start your literature search. The “locating and selecting credible reference materials” document on the course StudyDesk provides advice about how to find appropriate reference material for the assignment. The assignment tutorial will also provide a demonstration of how to use library databases to locate credible reference materials.

1. Once you have collected and reviewed the literature, the next step is to organise the literature into tables. This task will help you to synthesise information (to establish key points); and to effectively communicate your findings. The following points will help you to develop the tables:
2. Create a table for each of the three topics
3. The following table headings will help you to organise the information:
   1. Author and publication date
   2. Research type/method (e.g., experimental, survey)
   3. Sample (e.g., age, number in sample, diversity)
   4. Findings (summary of key points)
   5. Limitations (concerns about the study)
4. Once you have drafted your tables, the next step is to commence writing your synthesis of the findings. Prior to writing, you may like to create a mindmap for each of the three topics. Creating a mindmap will help you to identify the main ideas and connections between findings, and can be effective scaffolds (plans) for helping you to develop a logical organisation of points in your writing. Once you have completed your mindmaps, you may then start drafted your synthesis of literature for the three topics.
5. Once you have drafted your table and synthesis of literature for each topic, you may then like to use the following format to organise your response for each topic:
6. A brief explanation of the process used to find literature (e.g., databases used), and the criteria you used to determine credibility of literature
7. Introduce and present your table of literature
8. Provide your synthesis of literature
9. Once you have completed your synthesis of literature for the three topics, you must then choose one topic (from the three the paper reviewed) and discuss the implications for classroom practice. In this section you will present an analysis of how the selected topic impacts planning, instruction and assessment practices. The section should be formatted into three subsections (see below), with an explicit discussion of how the key topic is related to the listed APSTs for each subsection.
10. Planning practice
    * Content selection and organisation (APST 2.2)
    * Intepret student data (APST 5.4)
11. Instructional practice
    * Content and teaching strategies (APST 2.1)
    * Differentiate teaching to meet specific learning needs (APST 1.5)
12. Assessment practice
    * Curriculum, assessment and reporting (APST 2.3)
    * Assess student learning (APST 5.1)
13. The final step in the drafting process involves writing the introduction and conclusion for the systematic literature review. The introduction must identify the three topics and age group that you the paper will discuss, and the conclusion should provide a brief summary.
14. The systematic literature review is to be prepared using the APA format. Information about using the APA format will be included in the course materials, and in the assignment tutorial. It is important to recognise that the APA format includes: (1) the writing style (e.g., clear and concise); (2) the paper format (e.g., size 12 times new roman font); and (3) the referencing style (both for in-text referencing and the format of the reference list).

**Pulling the pieces together**

To table below has been created to assist you to see the connections between the assignment task (elements), the procedural steps above, and the marking criteria.

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| **Assignment Element** | **Procedural Step**  (described above) | **Marking Criteria** |
| *Introduction* | *Step 7* | * *Criterion 6* |
| *Justification and synthesis of literature selection for the literature review* | *Steps 2, 3, 4 & 5* | * *Criterion 1* * *Criterion 6* |
| *Topic 1 - selected physical topic* | *Steps 1, 2, 3, 4 & 5* | * *Criterion 2* * *Criterion 6* |
| *Topic 2 - selected cognitive topic* | *Steps 1, 2, 3, 4 & 5* | * *Criterion 3* * *Criterion 6* |
| *Topic 3 - selected psychosocial topic* | *Steps 1, 2, 3, 4 & 5* | * *Criterion 4* * *Criterion 6* |
| Implication of classroom practice for one topic | *Step 6* | * *Criterion 5* * *Criterion 6* |
| *Conclusion* | *Step 7* | * *Criterion 6* |
| *References* | *Step 8* | * *Criterion 6* |

**Final Notes**

Please review the “assessment page” of the course StudyDesk for additional resources (e.g., Interactive APA guide), and regularly review the assignment forum.