



UNSW Course Outline

EDST5151 Child Development: Psychological & Social Perspectives - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5151

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

How do primary-aged students develop and learn? What, and who, informs their learning? What

is the role of cognition, motivation, identity, language, gender, culture, and ability? Using educational psychology as a foundation, you will explore psychological and social perspectives on child development and learning during the primary years of schooling. In order to develop your understanding of young students and how they learn, this course will focus on integrating research findings, theoretical positions, and practical aspects of child development. Specifically, you will be challenged to consider critical developmental issues in relation to your within-school experiences. Completion of this course will enable you to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective primary school pedagogy.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning.
CLO2 : Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years.
CLO3 : Identify and critically evaluate the key implications of a range of research findings about child development for student learning.
CLO4 : Draw on a range of research-based strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching.

Course Learning Outcomes	Assessment Item
CLO1 : Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning.	<ul style="list-style-type: none"> • Case study • Assessment Portfolio
CLO2 : Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years.	<ul style="list-style-type: none"> • Case study • Assessment Portfolio
CLO3 : Identify and critically evaluate the key implications of a range of research findings about child development for student learning.	<ul style="list-style-type: none"> • Case study
CLO4 : Draw on a range of research-based strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching.	<ul style="list-style-type: none"> • Assessment Portfolio

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Teaching strategies

You can expect a combination of lectures and tutorial activities designed to provide opportunities for critical study and reflection on research literature and related issues. Face-to-face lectures will include explicit instruction and a range of interactive activities to help you clarify, apply, and explore key themes experienced in your school settings. Since research shows that learning is best activated by interaction (and not passive consumption), attendance and participation in the lecture discussions will provide the foundation for your own understanding and development in this course. In addition, online tutorial material will help foster interest and support your learning within small peer communities of practice.

Rationale

Primary-aged students bring with them a broad range of developmental considerations that impact learning. As a teacher, your own life experiences and perspectives on learning impact your interactions and teacher-student relationships. Understanding child development through psychological and social lenses as well as through the filter of your own background can help promote students' academic and non-academic successes. Given this awareness, it is critical that teachers draw upon a developmental framework. The content and teaching approach of this course will help you frame your own practice in a developmental way – one that can promote further focus, refinement, and reflection throughout your teaching career.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4-6	1, 2
B	Classroom Management.	2, 4-5	1
C	Information and Communication Technologies.	4, 7-8	2
D	Literacy and Numeracy.	3-4, 15	1, 2
E	Students with Special Educational Needs.	1, 4, 6	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	3-5	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Case study Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: (1) Tuesday 5 March, 5pm; (2) Tuesday 26 March, 5pm; (3) Tuesday 9 April, 5pm
Assessment Portfolio Assessment Format: Individual	60%	Due Date: 24/04/2024 05:00 PM Post Date: 09/05/2024 05:00 PM

Assessment Details

Case study

Assessment Overview

Your case study assessment task requires you to independently respond to four scenario-based learning activities (to be provided online weekly during Weeks 2, 3, 4, and 5). Your reflective response should be written in first person narrative and consist of four equal parts (~500 words for each scenario plus reference list). Further details will be provided on the course Moodle page.

Length: 2000 words.

Course Learning Outcomes

- CLO1 : Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning.
- CLO2 : Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years.
- CLO3 : Identify and critically evaluate the key implications of a range of research findings about child development for student learning.

Detailed Assessment Description

- Please note that the most up-to-date assessment information will be posted on Moodle, including the specific scenarios, the due dates, and marking criteria.
- Instructions for how to complete the assessment will be explicitly provided in tutorials and on Moodle.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

Assessment Task 1: Case Study

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • demonstrates knowledge, respect, and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning • identifies the relevant theoretical frameworks and understandings of the phenomena described in each case study (scenario) • identifies the key individual and developmental influences on student learning 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • expresses a deep understanding of the theoretical and practical implications of each case study • critically considers the limitations of the possible solutions to the problem presented in each case study (scenario) 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • references specifically to material, research, and/or ideas presented in the course • integrates additional research and/or professional literature to support the application of particular strategies 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • organises with clarity and coherence • concise and applies appropriate weighting to each part: Part 1 (Scenario 1) = 500 words, Part 2 (Scenario 2) = 500 words, Part 3 (Scenario 3) = 500 words, Part 4 (Scenario 4) = 500 words 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • uses APA for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English (Australian) spelling • presents a comprehensive response in first person narrative by combining the four parts into one submitted document within the required word length (2000 words +/- 5% plus overall reference list) 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 40%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the	

assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Assessment Portfolio

Assessment Overview

Task: You will compile an assessment portfolio and trial 2 assessments. Details and a template will be provided on the course Moodle page.

Length: 3000 words equivalent (~15 pages).

Course Learning Outcomes

- CLO1 : Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning.
- CLO2 : Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years.
- CLO4 : Draw on a range of research-based strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching.

Detailed Assessment Description

- Please note that the most up-to-date assessment information will be posted on Moodle, including the specific scenarios, the due dates, and marking criteria.
- Instructions for how to complete the assessment will be explicitly provided in tutorials and on Moodle.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5151 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Assessment Portfolio

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • demonstrates an understanding of the key developmental issues relating to student learning and evaluates how different approaches can respond to these issues • demonstrates knowledge, respect and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning and development 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • demonstrates a theoretical and practical importance of understanding and assessing at a particular stage of development • clearly describes the application of a theoretical perspective to activity selections • provides a clear description and analysis of the trial and results 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • references specifically to material, research and/or ideas presented in the course • integrates research and professional literature (distinct from required readings) to support the selection of activities and the related implications 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • organises with clarity and coherence • includes all required sections with appropriate headings 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • uses APA for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English Australian spelling • presents a comprehensive response in first person narrative within the required word length (4000 words +/- 5% plus references, appendices, etc) 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
<p>NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://sed.unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<ul style="list-style-type: none">• Introduction to the course• Principles of Learning and Teaching
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none">• How people learn (1): The human memory system
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none">• How people learn (2): Cognitive load theory
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none">• How people learn (3): Teaching approaches and strategies
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none">• Motivation (1): Human motivation
Week 6 : 18 March - 24 March	Online Activity	<ul style="list-style-type: none">• Flexibility Week. There are no scheduled in-person or online classes this week.• Motivation (2): Online module.
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none">• Motivation (3): Teaching approaches that support student motivation
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none">• Development (1): Child and adolescent development
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none">• Development (2): Recognising and supporting development
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none">• Wrapping up: Why educational psychology is important for learning and teaching

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

All reading materials will be provided on Moodle.

Recommended Resources

The following textbook is recommended if you would like additional support for your learning in the course and beyond.

- Duchesne, S., & McMaugh, A., & Mackenzie, E. (2022). *Educational Psychology for Learning and Teaching* (7th ed.) Pearson.

Course Evaluation and Development

Student feedback helps to shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Paul Evans		Ground Floor Morven Brown Building, Room G50	+612 90659525	Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://sed.unsw.edu.au/policies-and-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>