UNSW Course Outline

PSYC5114 Learning and Cognition - 2024

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General Course Information

Course Code : PSYC5114
Year : 2024
Term : Hexamester 5
Teaching Period : KR
Is a multi-term course? : No
Faculty : Faculty of Science
Academic Unit : School of Psychology
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Distance Education
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course forms part of the Graduate Certificate in Child Development (7419). This course will address advanced-level topics relating to learning and cognition. These include models of associative learning, the biological and physiological basis of learning, decision-making (choice,

control, and judgement), models of attention and memory, and thinking and reasoning. In addition, this course will discuss the ways in which theories and models of learning and cognition can be applied in child development and education. Course content will review the research methodology, findings, and contemporary theories relating to fundamental learning and cognitive processes. Students will gain experience in conducting empirical research, scientific writing, and the application of theoretical and empirical research to real-world situations. This course is taught entirely online, using a variety of lectures, tutorials (synchronous and asynchronous options), self-paced learning modules, readings and revision exercises.

Course Aims

This course aims to provide students with an advanced-level understanding of contemporary research methods, findings, and theories pertaining to core topics in learning and cognition: models of associative learning, the biological and physiological basis of learning, decision-making, models of attention and memory, and thinking and reasoning. In addition, it aims to equip students with the skills to apply current empirical findings when thinking about how to improve learning, memory, reasoning, and decision processes in real-world contexts that relate to child development and education.

Relationship to Other Courses

This course forms part of the Graduate Certificate in Child Development. Prerequisites for this course include PSYC5111 Evaluating Evidence and PSYC5112 Introduction to Psychology.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and apply advanced knowledge of the major concepts, theories, and empirical findings pertaining to models of learning and memory, their physiological and biological basis, and the higher-order processes of thinking, reasoning, and decision-making.
CLO2 : Apply research methods in the field of learning and cognition at an advanced level, with the ability to evaluate research design and methodology, interpret research findings, draw appropriate conclusions, and discuss their implications.
CLO3 : Critically engage with research and theory in the domain of learning and cognition and apply key principles to discuss child behaviour and development across broader contexts.
CLO4 : Discuss research and professional ethics and values as they apply to the psychology of learning and cognition, with a focus on the evidence-based application of psychological knowledge, interventions, and tools in the context of child development.
CLO5 : Employ sophisticated written and oral discussion skills in the context of psychological science to communicate information in an effective manner, including providing feedback to peers.
CLO6 : Evaluate the psychological and biological factors that influence the way children learn, think, and behave, in a manner that is sensitive to cultural and individual diversity.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and apply advanced knowledge of the major concepts, theories, and empirical findings pertaining to models of learning and memory, their physiological and biological basis, and the higher-order processes of thinking, reasoning, and decision-making.	• Research Report Discussion • Weekly Quizzes
CLO2 : Apply research methods in the field of learning and cognition at an advanced level, with the ability to evaluate research design and methodology, interpret research findings, draw appropriate conclusions, and discuss their implications.	• Research Report Discussion • Weekly Quizzes
CLO3 : Critically engage with research and theory in the domain of learning and cognition and apply key principles to discuss child behaviour and development across broader contexts.	• Oral Presentation • Research Report Discussion
CLO4 : Discuss research and professional ethics and values as they apply to the psychology of learning and cognition, with a focus on the evidence-based application of psychological knowledge, interventions, and tools in the context of child development.	• Peer Review • Oral Presentation
CLO5 : Employ sophisticated written and oral discussion skills in the context of psychological science to communicate information in an effective manner, including providing feedback to peers.	• Peer Review • Oral Presentation • Research Report Discussion
CLO6 : Evaluate the psychological and biological factors that influence the way children learn, think, and behave, in a manner that is sensitive to cultural and individual diversity.	• Peer Review • Oral Presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

This is a fully online course; all materials, lectures and tutorials are delivered through Moodle.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and

summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. There will be 6 x 20-minute lectures covering the main concepts for each topic presented each week.

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including revision quizzes and interactive learning modules using a range of adaptive learning platforms (e.g. H5P, textbook resources). These activities will allow students to explore the topics of the week in greater depth and engage informative assessment and revision opportunities.

The formative topic revision quizzes available for students provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a clear understanding of each topic so that this knowledge can be built on in future content. **NB: These formative quizzes do not contribute to the student’s final grade and are not to be confused with the “secured weekly quizzes”.**

Readings: Each week there will be assigned readings that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Discussion Forum and reply to the comment of at least two other students in the course (**4.5 hours**).

The Discussion Forum connects students in the course and provides a platform for students to discuss of weekly content, revision, or topics of interest with each other. Regular engagement in the Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written communication skills.

Additional Course Information

The Program Guide contains School policies and procedures relevant for all students enrolled in the Graduate Certificate in Child Devleopment, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

The course Moodle page contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news and announcements will be made on the "Announcements" forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Convenor (meeting

requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed online or via email. Such matters can only be discussed during in person appointments with the Course Convenor.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is on average 18-19 hours per week (in the 6-week term). Average engagement levels are as follows: (a) 2 hours of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (via a recorded version of the tutorial) format.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Certificate special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Oral Presentation Assessment Format: Individual	25%	Due Date: Sunday Week 3
Peer Review Assessment Format: Individual	5%	Due Date: Sunday Week 5
Research Report Discussion Assessment Format: Individual	20%	Due Date: Sunday Week 6
Weekly Quizzes Assessment Format: Individual	50%	Due Date: Sunday each week

Assessment Details

Oral Presentation

Assessment Overview

You will be required to prepare an oral presentation that discusses how any one of the psychological constructs presented in the course might relate to child learning and behaviour (e.g. in education, social contexts, health services, etc.). The presentation should include a critical evaluation of the current research and theory that would support such an application. You will be required to upload a video presentation of no more than 10 minutes in length at the end of Week 3. You will be graded on the content of the presentation, not the production values of the recording. Feedback will be provided in the form of marks and written comments.

Course Learning Outcomes

- CLO3 : Critically engage with research and theory in the domain of learning and cognition and apply key principles to discuss child behaviour and development across broader contexts.
- CLO4 : Discuss research and professional ethics and values as they apply to the psychology of learning and cognition, with a focus on the evidence-based application of psychological knowledge, interventions, and tools in the context of child development.
- CLO5 : Employ sophisticated written and oral discussion skills in the context of psychological science to communicate information in an effective manner, including providing feedback to peers.
- CLO6 : Evaluate the psychological and biological factors that influence the way children learn, think, and behave, in a manner that is sensitive to cultural and individual diversity.

Assessment Length

10 minutes

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Peer Review

Assessment Overview

You will be required to provide an anonymous peer review of the oral presentation for two fellow students. You will be provided with a marking rubric and given instructions on how to provide constructive and meaningful feedback. This will be submitted by the end of Week 5, and feedback on your submission will be provided in the form of marks and written comments.

Course Learning Outcomes

- CLO4 : Discuss research and professional ethics and values as they apply to the psychology of learning and cognition, with a focus on the evidence-based application of psychological knowledge, interventions, and tools in the context of child development.
- CLO5 : Employ sophisticated written and oral discussion skills in the context of psychological science to communicate information in an effective manner, including providing feedback to peers.
- CLO6 : Evaluate the psychological and biological factors that influence the way children learn, think, and behave, in a manner that is sensitive to cultural and individual diversity.

Assessment Length

250 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Research Report Discussion

Assessment Overview

You will be provided with a research proposal and some accompanying data. You will be required to interpret and write up the research findings as for the discussion section of a research article (approximately 1200 words). This should include a summary of the results, critical comparison of the results to proposed hypotheses and past literature, conclusions, wider implications, and suggestions for future research. This will be due at the end of Week 6, and feedback will be provided in the form of marks and written comments within two weeks.

Course Learning Outcomes

- CLO1 : Identify and apply advanced knowledge of the major concepts, theories, and empirical findings pertaining to models of learning and memory, their physiological and biological basis, and the higher-order processes of thinking, reasoning, and decision-making.
- CLO2 : Apply research methods in the field of learning and cognition at an advanced level, with the ability to evaluate research design and methodology, interpret research findings, draw appropriate conclusions, and discuss their implications.
- CLO3 : Critically engage with research and theory in the domain of learning and cognition and apply key principles to discuss child behaviour and development across broader contexts.

- CLO5 : Employ sophisticated written and oral discussion skills in the context of psychological science to communicate information in an effective manner, including providing feedback to peers.

Assessment Length

1200 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Weekly Quizzes

Assessment Overview

You will be required to complete 6 timed quizzes designed to be taken as closed-book exams. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The quizzes form part of a cumulative assessment; of the 6 quizzes completed, the best 5 scores will contribute towards the 50% total weighting (10% each quiz). Each quiz will comprise 20 multiple choice questions. You will receive automated online feedback in the form of marks and question answers once each quiz is closed.

Course Learning Outcomes

- CLO1 : Identify and apply advanced knowledge of the major concepts, theories, and empirical findings pertaining to models of learning and memory, their physiological and biological basis, and the higher-order processes of thinking, reasoning, and decision-making.
- CLO2 : Apply research methods in the field of learning and cognition at an advanced level, with the ability to evaluate research design and methodology, interpret research findings, draw appropriate conclusions, and discuss their implications.

Assessment Length

20 multiple choice questions

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.
For more information on Generative AI and permitted use please see here.

General Assessment Information

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/ due date.

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may

be given an extended due date. For more information about special consideration, please visit: https://student.unsw.edu.au/special-consideration.

Alternative assessments: there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

Supplementary examinations: Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, the student will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

All course assessments have been designed and implemented in accordance with UNSW Assessment Policy.

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: **APA 7th edition**.

Grading Basis

Standard

Requirements to pass course

Students must attain a final grade of at least 50/100 to pass this course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 August - 1 September	Lecture	Topic: Associative Learning Part 1
	Tutorial	Online discussion of Week 1 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Oral Presentation
	Assessment	Week 1 Quiz: Due Sunday 11:59pm
Week 2 : 2 September - 8 September	Lecture	Topic: Thinking and Reasoning
	Tutorial	Online discussion of Week 2 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Oral Presentation
	Assessment	Week 2 Quiz: Due Sunday 11:59pm
Week 3 : 9 September - 15 September	Lecture	Topic: Memory
	Tutorial	Online discussion of Week 3 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Oral Presentation
	Assessment	Week 3 Quiz: Due Sunday 11:59pm Assessment 1 Oral Presentation: Due Sunday 11:59pm
Week 4 : 16 September - 22 September	Lecture	Topic: Attention
	Tutorial	Online discussion of Week 4 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Peer Review Work on Assessment 3: Discussion
	Assessment	Week 4 Quiz: Due Sunday 11:59pm
Week 5 : 23 September - 29 September	Lecture	Topic: Associative Learning Part 2
	Tutorial	Online discussion of Week 5 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Peer Review Work on Assessment 3: Discussion
	Assessment	Week 5 Quiz: Due Sunday 11:59pm Assessment 2 Peer Review: Due Sunday 11:59pm
Week 6 : 30 September - 6 October	Lecture	Topic: Integration
	Tutorial	Online discussion of Week 6 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 3: Discussion
	Assessment	Week 6 Quiz: Due Sunday 11:59pm Assessment 3 Discussion: Due Sunday 11:59pm

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Each week this course typically consists of 2 hours of online lecture material, 2 hours of online tutorial classes (synchronous and asynchronous options), and 1-2 hours of online activities.

Students are expected to spend additional time each week to complete self-determined study, and work on assessments, readings, and exam preparation.

Course Resources

Prescribed Resources

There is no prescribed textbook for this course. There are optional, supplementary readings and activities relating to each set of lectures and tutorials that will be made available on Moodle.

Recommended Resources

UNSW Library

Academic skills

ELISE

Turnitin

Student Code of Conduct

Academic integrity and plagiarism

Email policy

UNSW Anti-racism policy statement

UNSW Equity, Diversity and Inclusion Policy

Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience suvery to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Program director	Stephanie Roughley				By appointment	No	Yes
Administrator	Deliana Freky				By appointment	No	No
Convenor	Kate Hutton-Bedbrook				By appointment	Yes	No

Other Useful Information

School Contact Information

For GD Psych courses (PSYC5001 - PSYC5010), please email: gdpsychology@unsw.edu.au.

For GCChildDev courses (PSYC5111 - PSYC5116), please email: gcchilddev@unsw.edu.au