UNSW Course Outline

EDST5320 Individual Differences and Education - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5320
Year : 2024
Term : Term 2
Teaching Period : T2
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

It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. In this course you will learn about

major theories of individual differences and how individual differences interact with educational processes and outcomes. Specific topics that you will learn about in this course include studies of human intelligence, personality, self-beliefs, interest, values, and morality. You will explore and examine current theoretical perspectives in these areas, and will be able to develop a sense of the interdependence of different aspects of thinking and believing. You will also learn how the theories and research may help real-life applications to classroom teaching and learning.

Course Aims

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain what aspects of individual differences have been of importance to education and teaching
CLO2 : Appreciate relative strengths and limitations of different theories of individual differences.
CLO3 : Summarise and report on major theories of individual differences.
CLO4 : Discuss real-life examples related to the theories of individual differences.
CLO5 : Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning.

Course Learning Outcomes	Assessment Item
CLO1 : Explain what aspects of individual differences have been of importance to education and teaching	• Individual differences • Critical literature review
CLO2 : Appreciate relative strengths and limitations of different theories of individual differences.	• Critical literature review
CLO3 : Summarise and report on major theories of individual differences.	• Critical literature review
CLO4 : Discuss real-life examples related to the theories of individual differences.	• Individual differences
CLO5 : Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning.	• Individual differences

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Teaching strategies

This course will include explicit instruction and a range of interactive activities, small group discussions, and assessments designed to help you clarify, apply, and explore key themes experienced in your current or prospective teaching practice.

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
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
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
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
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.4.2	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	2
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Individual differences Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 27/06/2024 05:00 PM
Critical literature review Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: 30/07/2024 05:00 PM

Assessment Details

Individual differences

Assessment Overview

Task 1: Self-reflection on an aspect of individual differences using real life examples. Length: 2000 words. Students will receive written feedback within10 days of submission.

Course Learning Outcomes

- CLO1 : Explain what aspects of individual differences have been of importance to education and teaching
- CLO4 : Discuss real-life examples related to the theories of individual differences.
- CLO5 : Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning.

Detailed Assessment Description

You will reflect on your experiences of individual differences and interpret these by making links with course assigned readings. This assessment will help you identify your prior understanding and experiences with individual differences in educational (or related) contexts.

Prepare

Access the required journal articles and chapters listed for this assessment (see course Moodle page for the Assessment 1 reading list). These readings will provide a broad overview of the topics covered in the course. Select one of the readings based on a topic that is of initial interest to you and read closely.

Part 1: Description

Think about an experience you have had in teaching (or related contexts) that highlighted

individual differences in the area (e.g., intelligence, personality, etc) of the one reading you selected. Describe this personal experience in 100-200 words. This can be a one-off experience, a recurrent experience, or an ongoing experience.

Engage with your peers:

- Share your experience (see Moodle for instructions)
- Read and comment briefly on an experience posted by one of your peers
- *Optional:* Read and comment briefly on other experiences posted by your peers.

Part 2: Links with Literature

Read an additional 3 articles or chapters related to your selected area (some or all can be from the Assessment 1 list of readings). Then consider the following and make authentic links to the knowledge and understanding of the concepts you have gained from your readings.

- How do the four readings (the first one you selected, plus 3) inform your understanding of your experience (that you described in Part 1)?
- To what extent did that your perceptions of the experience change after the readings?

Engage with your peers:

- Post a brief summary of something new you learned from the additional readings (see Moodle for instructions)
- Read and comment briefly on a summary posted by one of your peers
- *Optional*: Read and comment briefly on other summaries posted by your peers.

Part 3: Moving Forward

Consider the following questions and write **at least two answers for each**:

- What remaining questions do you have about the experience that you described (in Part 1), the readings, or the topic in general?
- What do you want to learn more about in this course and/or through assessment 2?

When finalising your reflection for submission, please consider the following:

- The word limit is deliberately constrained and so it is very important that you attend directly to the questions/prompts in each of the parts identified above.
- There is no need to provide full summaries (e.g., annotated bibliographies) of the readings you cite in this assessment task.
- Your personal reflections are the key content that will be assessed and the extent to which you concisely and genuinely show depth of understanding, sophisticated reflection, and identify any changes in your understanding.

- First-person language is appropriate and strongly recommended (as this is based upon your experiences).
- Include all three parts and use headings (i.e., Part 1, 2, 3) for the different sections.
- This reflection should be double-spaced, size 12 font, and written in APA style (see Moodle for assistance with APA formatting).
- Use of AI for text generation purposes is **not** permitted (i.e., ChatGPT, Microsoft Pilot)
- Services such as the UNSW Learning Centre may be used for **editing** (i.e., spelling, grammar).

<u>Assessment Length</u>

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5320 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Individual Differences • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Reflection on a prior experience related to one of the five topic areas (Part 1) • Clear links to your prior experience throughout the assessment task (Part 2, 3)	
• Depth of analysis and critique in response to the task • Sophisticated and in-depth reflection on your prior experience (Part 1, 2) • Identification of changes in knowledge of your prior experience due to the readings related to one of the five topic areas (Part 1) • Personalised responses to the two prompts about individual differences (Part 3)	
• Familiarity with and relevance of professional and/or research literature used to support response • Clear and authentic links to 4 (or more) of the peer reviewed articles or chapters to inform understanding of prior experiences (including at least 1 of the readings assigned for this task) • Authentic use of literature to describe consistent (or opposing) views on your topic • Accurate understanding of the literature	
• Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation, including use of provided or appropriate headings for the three different parts of the assessment	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing including punctuation, spelling, grammar, and sentence/paragraph structure • Correct referencing according to APA for in-text and final reference list • Word count is within +/- 5% of the 2000-word limit (not including 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.	

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.

Critical literature review

Assessment Overview

Task 2: Construct a critical literature review on the topic selected in assessment one. Length: 4000 words. Students will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Explain what aspects of individual differences have been of importance to education and teaching
- CLO2 : Appreciate relative strengths and limitations of different theories of individual differences.
- CLO3 : Summarise and report on major theories of individual differences.

Detailed Assessment Description

This assessment will provide you with an opportunity to apply theory and research by considering the relevance of the literature you review to your professional practice.

- You will choose one of the broad areas of individual differences you want to learn more about (e.g., intelligence, personality, self-beliefs, interests and values). It could be the same topic you reflected on for Assessment 1 or a new topic.
- The course Moodle page will provide topic suggestions, tips for writing a critical literature review, and a template.
- The word limit is 4000-words +/-5% (including references).

Assessment Length

4000 words (including references)

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5320 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Critical Literature Review • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstrated a clear understanding of the chosen topic • Presented an effective argument for why the chosen topic is important and relevant for teaching and learning in general as well as how the topic relates to personally or professionally	
• Depth of analysis and critique in response to the task • Sophisticated and in-depth analysis and/or critique of the literature • Identification of changes in knowledge of the topic as a result of the readings • Formation of at least two recommendations (practical implications for teachers and/or future research) • Clearly linked to what was learned through Assessment 1 (even if Assessment 1 was on a different topic) • Demonstrated an accurate understanding of the literature in relation to theoretical or professional knowledge by integrating supportive and relevant citations	
• Familiarity with and relevance of professional and/or research literature used to support response • Authentic use of literature to describe consistent (or opposing views) on your topic • Clear and authentic links to: 1-2 assigned readings (can be from the first assessment); at least 4 peer-reviewed journal articles (that were not cited in your first assessment) published in the last 15 years; additional seminal (historical) works can be cited	
• Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation, including use of the template provided	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing including punctuation, spelling, grammar, and sentence/paragraph structure • Correct referencing according to APA for in-text and final reference list • Word count is within +/- 5% of the 4000-word limit (including reference list)	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
• 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.	

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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).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	• Module 1: Defining and measuring individual differences How should we best describe the way individuals vary? What should we use when measuring or assessing a variety of differences?
Week 2 : 3 June - 9 June	Module	• Module 1 - Defining and measuring individual differences (continued) How should we best describe the way individuals vary? What should we use when measuring or assessing a variety of differences?
Week 3 : 10 June - 16 June	Module	• Module 2 - Understanding intelligence and affect How do theories of intelligence influence our practice? Why is emotional intelligence important in education?
Week 4 : 17 June - 23 June	Module	• Module 2 - Understanding intelligence and affect (continued) How do theories of intelligence influence our practice? Why is emotional intelligence important in education?
Week 5 : 24 June - 30 June	Module	• Module 3 - Considering perspectives on personality and self What can we learn from theoretical and biological explanations of personality? How do self-beliefs influence learning and teaching?
Week 6 : 1 July - 7 July	Module	• Module 3 - Considering perspectives on personality and self (continued) What can we learn from theoretical and biological explanations of personality? How do self-beliefs influence learning and teaching?
Week 7 : 8 July - 14 July	Module	• Module 4 - Psychosocial Differences What are key non-academic capabilities and interests? Motivational differences
Week 8 : 15 July - 21 July	Module	• Module 4 - Psychosocial Differences (continued) What are key non-academic capabilities and interests? Motivational differences
Week 9 : 22 July - 28 July	Module	• Module 5 - Mental health and wellbeing How can we plan for individual differences in our practice? How can we best support diversity and inclusivity? How can we best support mental health and well-being?
Week 10 : 29 July - 4 August	Module	• Module 5 - Mental health and wellbeing (continued) How can we plan for individual differences in our practice? How can we best support diversity and inclusivity? How can we best support mental health and well-being?

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

See Moodle for readings and resources.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Marie McGregor		G30, Morven Brown Building		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).

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