



UNSW Course Outline

EDST5306 Human Development and Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5306

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will explore the contemporary understanding of human development across the lifespan (from early childhood through adulthood). You will consider the physical, cognitive, social and emotional developmental patterns and their academic and non-academic

implications. Theoretical understandings will be linked to aspects of effective pedagogical practice in school and university classrooms.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss and explain perspectives of human development.
CLO2 : Identify key concepts within human development and how they apply to educational settings.
CLO3 : Communicate specialist knowledge within human development and show how it relates to educational settings.
CLO4 : Generate teaching strategies based on theories, constructs, and concepts in human development.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss and explain perspectives of human development.	<ul style="list-style-type: none">• Reflection• Quizzes
CLO2 : Identify key concepts within human development and how they apply to educational settings.	<ul style="list-style-type: none">• Reflection• Quizzes
CLO3 : Communicate specialist knowledge within human development and show how it relates to educational settings.	<ul style="list-style-type: none">• Teaching materials• Reflection• Quizzes
CLO4 : Generate teaching strategies based on theories, constructs, and concepts in human development.	<ul style="list-style-type: none">• Teaching materials

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

An awareness of developmental issues and challenges relevant to young people would seem crucial to the decision-making of those working with these people. This course enables students to become aware of developmental theories and evidence in cognitive, social, and emotional domains, and stimulates them to reflect on how developmental constructs and processes influence important educational outcomes. This will help students become effective practitioners within schools as well as within the context of the family and community. The

course reflects a view that an understanding of developmental processes offers guidelines for effective educational practice.

Teaching strategies

In seminars, students will be presented with information about major theories of development/developmental topics, research, and implications for learning to guide and inform their pedagogy. Discussions and practical learning activities will play a key role in developing students' thinking about how developmental topics might be applied to educational contexts as well as drive optimal student learning outcomes.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	2
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	3
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	3
3.4.2	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	3
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection Assessment Format: Individual Short Extension: Yes (4 days)	30%	Due Date: 04/10/2024 05:00 PM
Quizzes Assessment Format: Individual Short Extension: Yes (2 days)	40%	Due Date: See Moodle
Teaching materials Assessment Format: Individual Short Extension: Yes (4 days)	30%	Due Date: See Moodle

Assessment Details

Reflection

Assessment Overview

Reflect on your own experience (or that of someone you know well) in relation to key characteristics of human development. Length: 1000 words.

Course Learning Outcomes

- CLO1 : Discuss and explain perspectives of human development.
- CLO2 : Identify key concepts within human development and how they apply to educational settings.
- CLO3 : Communicate specialist knowledge within human development and show how it relates to educational settings.

Detailed Assessment Description

The comparative influence of nature vs. nurture is considered to be one of the key theoretical and conceptual issues in human development. Drawing on your own experiences of development and the theories and content we have examined so far, reflect on the extent to which your own development has been impacted by nature and nurture. You can choose any period of your own development; i.e., middle childhood, adolescence, adulthood etc.

Assessment Length

1000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5306 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Reflection• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Overall understanding of development	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Description of experiences• Link between readings and experiences	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Understanding of chosen readings	
<ul style="list-style-type: none">• Structure and organisation of response• Logical and coherent presentation of arguments and ideas	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure• Correct referencing according to APA 7th edition• Word count is within 10% of the word limit	
<p>• General comments/recommendations for next time:</p>	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 30%
<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>	

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.

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](#).

Quizzes

Assessment Overview

Complete a series of short quizzes comprising multiple choice items and short answer questions.

Course Learning Outcomes

- CLO1 : Discuss and explain perspectives of human development.
- CLO2 : Identify key concepts within human development and how they apply to educational settings.
- CLO3 : Communicate specialist knowledge within human development and show how it relates to educational settings.

Detailed Assessment Description

Quizzes will be scheduled at various times throughout the term following the conclusion of each major topic.

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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](#).

Teaching materials

Assessment Overview

Develop some teaching materials (e.g., a detailed lesson plan, or a unit of work comprising a series of lessons). Provide a brief rationale for how you developed the materials, an explanation of the key developmental considerations that are relevant, and a description of how the materials reflect these considerations. Indicative length (excluding the teaching materials themselves): 1,500 words.

Course Learning Outcomes

- CLO3 : Communicate specialist knowledge within human development and show how it relates to educational settings.
- CLO4 : Generate teaching strategies based on theories, constructs, and concepts in human development.

Detailed Assessment Description

Notes:

- Your materials should be approximately 750 words.
- Your rationale should also be approximately 750 words.

Examples may include:

- Lesson plans which consider motor skills for Kindergarten students
- Lesson plans which reflect scaffold abstract concepts for middle childhood learners
- Lesson plans for activities in early childhood settings
- Activity outlines for teaching handwriting/print for pre-school children
- Assessment task designs for senior school students

Assessment Length

1,500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5306 UNSW SCHOOL OF EDUCATION• Assessment Task 3: Teaching materials• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Demonstrates a clear understanding of the chosen development topics	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Explicit integration of selected development topics into lessons• Insightful explanation of links between lessons and chosen development topics• Appropriate use of resources to enhance lessons	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Use of relevant research literature to support arguments or positions• Inclusion of citations from relevant professional and research literature to support arguments• Appropriateness of citations	
<ul style="list-style-type: none">• Structure and organisation of response• Logical, clear, and coherent presentation of lessons• Excellent flow of the overall structure and writing	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure• Correct referencing according to APA 7th edition• Word count is within 10% of the word limit	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 30%
<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>	

Hurdle rules

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Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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](#).

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
Weeks 1-3	Web	<ul style="list-style-type: none">• During weeks 1-3 students will work independently through a range of online video, discussion, reading, and self-assessment tasks.• Introduction to the course.• Key concepts in development.
Week 4	Seminar	<ul style="list-style-type: none">• Cognitive development.
Week 5	Assessment	<ul style="list-style-type: none">• Reflection.
Week 6	Seminar	<ul style="list-style-type: none">• Development of the self.
Week 8	Seminar	<ul style="list-style-type: none">• Contextual influences on development.
Week 10	Seminar	<ul style="list-style-type: none">• Domain-specific applications.

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

A range of prescribed readings will be provided. All readings are made available online via the UNSW Library.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Helena Granziera		Ground Floor, 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>