UNSW Course Outline

EDST5112 Learning: Psychological and Social Perspectives - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5112
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

One of the central needs of a teacher is to understand how their students learn. In this course, you will learn about how people learn generally, the degree to which people differ in how they learn, and the strategies required to teach them effectively. You will study core educational

psychology topics - including development, cognition, and motivation - and observe them in action in classrooms. In assessment, you will articulate these issues, and report on observations of teaching in a way that bridges theory, research, and practice.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain how students learn and the implications for teaching
CLO2 : Interpret research into how students learn and how it applies to teaching
CLO3 : Describe teaching strategies that respond to the diversity of students and their learning needs.

Course Learning Outcomes	Assessment Item
CLO1 : Explain how students learn and the implications for teaching	• Illustrations of theory in practice • Educational Psychology in Learning and Teaching
CLO2 : Interpret research into how students learn and how it applies to teaching	• Illustrations of theory in practice • Educational Psychology in Learning and Teaching
CLO3 : Describe teaching strategies that respond to the diversity of students and their learning needs.	• Illustrations of theory in practice • Educational Psychology in Learning and Teaching

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Teaching Strategies

Teaching strategies in this course reflect as much as possible the principles explained in the course itself, including in explicit instruction, guided teaching, opportunities for practice, and group discussions, across lectures, tutorials, and online components.

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
1.4.1	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
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
B	Classroom Management.	1-5, 7	1, 2
D	Literacy and Numeracy.	1, 2, 4	1
F	Teaching Students from Non-English-Speaking Backgrounds.	3, 4	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Illustrations of theory in practice Assessment Format: Individual	60%	Due Date: (1) Tuesday 5 March, 5pm; (2) Tuesday 26 March, 5pm; (3) Tuesday 9 April, 5pm
Educational Psychology in Learning and Teaching Assessment Format: Individual	40%	Due Date: 24/04/2024 05:00 PM Post Date: 09/05/2024 05:00 PM

Assessment Details
Illustrations of theory in practice

Assessment Overview

Report on three school site-based observations of learning and teaching in relation to topics discussed in the course. Indicative length: 1000 words for each illustration.

Course Learning Outcomes

- CLO1 : Explain how students learn and the implications for teaching
- CLO2 : Interpret research into how students learn and how it applies to teaching
- CLO3 : Describe teaching strategies that respond to the diversity of students and their learning needs.

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

1000 words for each part (of which there are three)

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.

Educational Psychology in Learning and Teaching

Assessment Overview

Write an essay on the role of educational psychology in learning and teaching. Indicative length: 2000 words.

Course Learning Outcomes

- CLO1 : Explain how students learn and the implications for teaching

- CLO2 : Interpret research into how students learn and how it applies to teaching
- CLO3 : Describe teaching strategies that respond to the diversity of students and their learning needs.

<u>Detailed Assessment Description</u>

- 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.

<u>Assessment Length</u>

2000 words

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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).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Introduction to the course • Principles of Learning and Teaching
Week 2 : 19 February - 25 February	Lecture	• How people learn (1): The human memory system
Week 3 : 26 February - 3 March	Lecture	• How people learn (2): Cognitive load theory
Week 4 : 4 March - 10 March	Lecture	• How people learn (3): Teaching approaches and strategies
Week 5 : 11 March - 17 March	Lecture	• Motivation (1): Human motivation
Week 6 : 18 March - 24 March	Online Activity	• Flexibility Week. There are no scheduled in-person or online classes this week. • Motivation (2): Online module.
Week 7 : 25 March - 31 March	Lecture	• Motivation (3): Teaching approaches that support student motivation
Week 8 : 1 April - 7 April	Lecture	• Development (1): Child and adolescent development
Week 9 : 8 April - 14 April	Lecture	• Development (2): Recognising and supporting development
Week 10 : 15 April - 21 April	Lecture	• 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 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 Plagarism

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