



## UNSW Course Outline

# EDST1101 Educational Psychology - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : EDST1101

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 : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

An introduction to the study of Educational Psychology which examines some aspects of development and of learning and instruction. Topics include: cognitive development, development of memory, the role of knowledge, problem solving and thinking, an introduction to

instructional methods.

## Course Aims

- To provide students with a sound understanding of the cognitive structures and processes that underpins how humans learn and solve problems.
- To understand how this knowledge of learning can be effectively applied to teaching and instructional methods.
- To gain understanding of how evidence is collected in support of learning theories.

## Course Learning Outcomes

Course Learning Outcomes
CL01 : Explain the basic concepts of a cognitive perspective in Educational Psychology
CL02 : Explain the main characteristics of major structural components of human memory
CL03 : Explain how knowledge is constructed and its relationship with the memory system
CL04 : Apply knowledge of the human memory system to evaluating teaching and learning procedures
CL05 : Explain the role of knowledge base in the development of expertise and differences between experts and novices
CL06 : Explain the significance of work by prominent educational psychologists

Course Learning Outcomes	Assessment Item
CL01 : Explain the basic concepts of a cognitive perspective in Educational Psychology	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>
CL02 : Explain the main characteristics of major structural components of human memory	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>
CL03 : Explain how knowledge is constructed and its relationship with the memory system	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>
CL04 : Apply knowledge of the human memory system to evaluating teaching and learning procedures	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>
CL05 : Explain the role of knowledge base in the development of expertise and differences between experts and novices	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>
CL06 : Explain the significance of work by prominent educational psychologists	<ul style="list-style-type: none"><li>• Quiz</li><li>• Essay</li><li>• Class test</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

EDST1101 places a large emphasis on the role played by memory processes in effective learning and teaching. The teaching in this course is based on an active learning philosophy. Student-centered activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry. Teaching strategies used during the course will include:

- Small group learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- Explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

These activities will occur in a climate that is supportive and inclusive of all learners.

# 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, 3
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2, 3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2
3.3.1	Include a range of teaching strategies.	1, 2, 3
4.5.1	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	1, 2

## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
B	Classroom Management.	1, 2	1, 2
C	Information and Communication Technologies.	3-5, 12	1, 2, 3
D	Literacy and Numeracy.	5, 7	1, 2
E	Students with Special Educational Needs.	1	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	7	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: In Week 3 and Week 7. Must be completed by Friday 5pm. Due Date: In Week 3 and Week 7. Must be completed by Friday 5pm.
Essay Assessment Format: Individual Short Extension: Yes (4 days)	40%	Due Date: Week 8: 28 October - 03 November
Class test Assessment Format: Individual Short Extension: Yes (4 days)	40%	Due Date: 19/11/2024 09:00 AM

## Assessment Details

### Quiz

#### Assessment Overview

Two quizzes. 10% weighting per quiz. Students will receive written feedback within three weeks of submission.

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#### Detailed Assessment Description

The quizzes will be in Week 3 and Week 7. They must be completed by Friday 5pm.

#### Assessment Length

N/A

#### Assessment information

See Moodle for more details.

### Assignment submission Turnitin type

Not Applicable

### 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

#### **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](#).

## **Essay**

### Assessment Overview

Essay. 1500 words. Students will receive written feedback within three weeks of submission.

### Course Learning Outcomes

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### Detailed Assessment Description

- You will respond to an essay question on the application of theory to teaching approaches.
- The essay question will be provided on Moodle.

### Assessment Length

1,500 words

## Submission notes

Due Friday Week 8 at 5pm

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST1101 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Essay</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of the topic and its relationship to relevant areas of the course</li><li>• Clarity and accuracy in use of key terms and concepts</li><li>• Suitability of the topic</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Depth of analysis</li><li>• Depth of critique of the issue</li><li>• Depth of implications/ recommendations for improvement of learning and instruction</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Effectiveness of examples to demonstrate instructional implications</li><li>• Variety of implications demonstrated</li><li>• Range of relevant research literature to support response</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Level of structure and organisation of response</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• Appropriateness of overall structure and coherence of response</li><li>• Clarity and consistency in presenting tables and figures</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
• General comments/recommendations for next time:	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<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**

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## **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](#).

## **Class test**

### **Assessment Overview**

Multiple choice and short answer test. 50 minutes. Students will receive feedback within three weeks of submission.

### **Course Learning Outcomes**

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### Detailed Assessment Description

- You will complete a test based on the course content.
- In addition to a multiple-choice section (30 items), this test involves 5 short-answer questions that require brief descriptions (2-3 sentences) of the main ideas/concepts underlying specific topics.

### Assessment Length

N/A

### Assessment information

See Moodle.

### Assignment submission Turnitin type

Not Applicable

### Hurdle rules

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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](#).

## **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 \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

## Grading Basis

Standard

## Requirements to pass course

- Students must pass all assessment tasks in the course.
- Students must attend 80% of classes to pass the course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	Introduction to the course.
Week 2 : 16 September - 22 September	Topic	Motivation and engagement (Part 1).
Week 3 : 23 September - 29 September	Topic	Motivation and engagement (Part 2).
Week 4 : 30 September - 6 October	Topic	Learning and memory.
Week 5 : 7 October - 13 October	Topic	Cognitive load theory.
Week 6 : 14 October - 20 October	Homework	Flexibility week - revision and reflection.
Week 7 : 21 October - 27 October	Topic	Instructional strategies.
Week 8 : 28 October - 3 November	Topic	Human development (Part 1).
Week 9 : 4 November - 10 November	Topic	Human development (Part 2).
Week 10 : 11 November - 17 November	Topic	Putting it all together.

## 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., NESAs), 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 the course Moodle page for required readings and additional resources.

## Recommended Resources

- Duchesne, S., & McMaugh, A. (2018). *Educational Psychology for Learning and Teaching* (6th ed.) Pearson. <https://au.cengage.com/c/isbn/9780170410823/> Recent editions are also relevant.
- Woolfolk, A., & Margetts, K. (2019). *Educational Psychology* (5th Ed.). Melbourne, Vic: Pearson Australia.

## Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Helena Gran ziera		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](mailto:externalteltsupport@unsw.edu.au)

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

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

## Late Submission Penalty

UNSW has a standard late submission penalty of:

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

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

## School-specific Information

### Policies and Procedures

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

### School Contact Information

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

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